

BOUNDARY STREET ELEMENTARY

1121 Speer Street
Newberry, SC 29108

GRADES PK-3 Elementary School

ENROLLMENT 413 Students

PRINCIPAL Weldon Humphreys 803-321-2615

SUPERINTENDENT Dr. V. Keith Callicutt 803-321-2600

BOARD CHAIR Mr. Lee Attaway 803-945-7083

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	37	54	5	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Average	N/A
2002	Below Average	Below Average	N/A
2003	Average	Excellent	No
2004	Average	Below Average	Yes

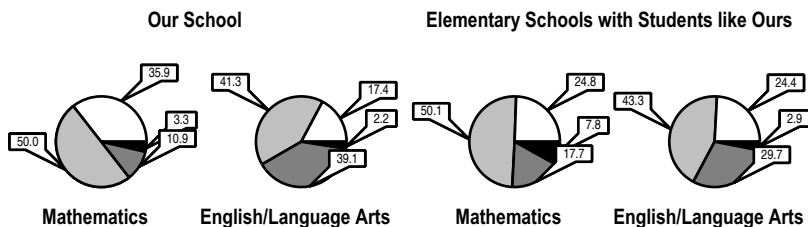
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

3.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	106	99.1	16.5	41.8	39.6	2.2	49.5	Yes	Yes
Gender									
Male	63	100.0	20.0	40.0	38.2	1.8	47.3		
Female	43	97.7	11.1	44.4	41.7	2.8	52.8		
Racial/Ethnic Group									
White	23	100.0	5.3	31.6	52.6	10.5	57.9	I/S	I/S
African-American	65	100.0	16.1	50.0	33.9	0.0	46.4	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	18	94.4	31.3	25.0	43.8	0.0	50.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	68	98.5	17.9	39.3	39.3	3.6	53.6		
Disabled	38	100.0	14.3	45.7	40.0	0.0	42.9	I/S	I/S
Migrant Status									
Migrant	10	90.0	33.3	33.3	33.3	0.0	0.0		
Non-migrant	96	100.0	14.6	42.7	40.2	2.4	50.0		
English Proficiency									
Limited English Proficient	16	93.8	35.7	28.6	35.7	0.0	42.9	I/S	I/S
Non-Limited English Proficient	90	100.0	13.0	44.2	40.3	2.6	50.6		
Socio-Economic Status									
Subsidized meals	87	98.9	20.0	44.0	36.0	0.0	44.0	Yes	Yes
Full-pay meals	19	100.0	0.0	31.3	56.3	12.5	75.0		

Mathematics - State Performance Objective = 15.5%									
All Students	106	100.0	35.9	50.0	10.9	3.3	28.3	Yes	Yes
Gender									
Male	63	100.0	36.4	49.1	12.7	1.8	29.1		
Female	43	100.0	35.1	51.4	8.1	5.4	27.0		
Racial/Ethnic Group									
White	23	100.0	36.8	31.6	31.6	0.0	36.8	I/S	I/S
African-American	65	100.0	35.7	57.1	5.4	1.8	26.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	18	100.0	35.3	47.1	5.9	11.8	23.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	68	100.0	21.1	56.1	17.5	5.3	45.6		
Disabled	38	100.0	60.0	40.0	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	10	100.0	40.0	50.0	10.0	0.0	20.0		
Non-migrant	96	100.0	35.4	50.0	11.0	3.7	29.3		
English Proficiency									
Limited English Proficient	16	100.0	40.0	46.7	6.7	6.7	13.3	I/S	I/S
Non-Limited English Proficient	90	100.0	35.1	50.6	11.7	2.6	31.2		
Socio-Economic Status									
Subsidized meals	87	100.0	39.5	53.9	5.3	1.3	22.4	Yes	Yes
Full-pay meals	19	100.0	18.8	31.3	37.5	12.5	56.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	99	99.0	19.1	49.4	29.2	2.2	31.5
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	106	99.1	16.2	53.5	28.3	2.0	30.3
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	99	100.0	33.3	51.1	12.2	3.3	15.6
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	106	100.0	33.0	52.0	12.0	3.0	15.0
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 413)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	5.8%	N/A	3.4%	2.7%
Attendance rate	96.8%	Up from 94.9%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	20.2%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	20.8%		3.6%	3.5%
Eligible for gifted and talented	1.8%	Down from 5.9%	11.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.5%	Up from 4.0%	8.9%	8.2%
Older than usual for grade	0.5%	Up from 0.2%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.2%	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	35.1%	No change	47.2%	51.4%
Continuing contract teachers	97.3%	Up from 73.0%	88.1%	87.5%
Highly qualified teachers**	93.9%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	8.6%		0.0%	0.0%
Teachers returning from previous year	86.8%	Up from 81.3%	86.3%	86.7%
Teacher attendance rate	93.0%	Down from 95.8%	94.6%	94.9%
Average teacher salary	\$37,602	Up 0.8%	\$39,942	\$40,760
Prof. development days/teacher	12.7 days	Down from 15.5 days	12.9 days	12.4 days

School				
Principal's years at school	0.0	Down from 2.0	3.5	4.0
Student-teacher ratio in core subjects	18.0 to 1	Up from 17.3 to 1	18.5 to 1	18.9 to 1
Prime instructional time	87.6%	Down from 89.6%	89.5%	90.0%
Dollars spent per pupil*	\$6,628	Up 16.9%	\$6,034	\$6,044
Percent of expenditures for teacher salaries*	69.3%	Down from 71.9%	64.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.6%	92.0%
Highly qualified teachers in high poverty schools**	96.4%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Boundary Street Elementary continued to make significant progress during the 2003-2004 school year. The school was the recipient of "The Red Carpet Award" from the South Carolina Department of Education for being family-friendly and having excellent customer service. Boundary Street Elementary also received the "Palmetto Gold Award" from the State Department of Education. This award is given to schools in recognition of high levels of academic achievement and high rates of student academic improvement. Awards went to schools that dramatically improved their students' performance between 2002 and 2003. Boundary Street Elementary had an Improvement Rating of "Excellent" on this year's school report card. Extensive professional development through attendance at conferences, workshops, and faculty-wide book studies continued to help equip teachers to meet the needs of our diverse student population.

The 2003-2004 school year was a pivotal year for the school family. It was the last year for BSE to educate students only through 3rd grade and to be located at the Boundary Street location. The school will be housed in the Speer Street Elementary facility while the BSE location is renovated. It will also expand to include fourth and fifth grades. The school will return to the Boundary Street location when the renovations are completed.

The school continues to benefit from an active PTO organization. The PTO held several successful fundraisers, assisted with pizza suppers during Accelerated Reader nights, honored teachers and staff members with a catered meal, and organized a very successful "Spring Fling" for BSE students and families. By continuing to work closely with our parents and community, we are confident that we will continue to experience improvements as we strive to provide the best possible educational experiences for our students.

Weldon Humpheys, Principal

David Senn, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	77	52
Percent satisfied with learning environment	76.0%	89.6%	86.5%
Percent satisfied with social and physical environment	76.0%	85.5%	82.7%
Percent satisfied with home-school relations	48.0%	86.8%	73.1%

*Only students at the highest elementary school grade level at this school and their parents were included.